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ABSTRACT

This planning grid for teaching visual arts in grade 8 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas or create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 8

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SO 033 719

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VISUAL ARTS UNIT PLANNING - GRADE 8

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

A. Students will compare and contrast different types of media, techniques, and processes used to create various two-dimensional and three-dimensional art forms.

B. Students will compare and contrast the different effects created by various two-dimensional and three-dimensional media, techniques, and processes.

C. Students will develop and demonstrate control with media, techniques, and processes to create two-dimensional and three-dimensional works of art.

D. Students will select effective media, techniques, and processes to create specific effects in order to communicate an intended meaning or function in works of art.

E. Students will use media and tools in a safe and responsible manner.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
8.601	compare and contrast different types of media, techniques, technologies, and processes used to create various two-dimensional and three-dimensional art forms.																		
8.602	identify and name basic art techniques and processes including, but not limited to:																		
	1. painting,																		
	2. drawing,																		
	3. sculpting/forming,																		
	4. cutting,																		
	5. gluing/fastening,																		
	6. printing,																		
	7. weaving, and																		
	8. textile design.																		

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8.603	compare and contrast the different effects created by various two-dimensional and three-dimensional media, techniques, technologies, and processes.																			
8.604	plan, select, and employ tools, materials, techniques, and processes to achieve effects that meet specific criteria.																			
8.605	create two-dimensional and three-dimensional works of art by applying control with media, techniques, technologies, and processes including, but not be limited to																			
	1. scissors,																			
	2. adhesives,																			
	3. markers (water-based, non-toxic),																			
	4. paint (tempera, watercolor, acrylic),																			
	5. brushes (large, medium, small),																			
	6. pencils (graphite and colored),																			
	7. crayons,																			
	8. modeling compound(s),																			
	9. papers (multiple sizes, weights, and textures),																			
	10. fibers (yarn, string, cloth),																			
	11. chalk, pastels, and/or oil pastels,																			
	12. rulers and straight edges,																			
	13. staplers,																			
	14. templates,																			
	15. needles,																			
	16. hole punch,																			
	17. fasteners,																			
	18. cutting tools,																			
	19. sculpting tools, and																			
	20. other painting grounds (e.g., canvas, masonite, canvas																			

	board).																			
8.606	plan, select, and apply combinations of techniques and processes to achieve effects that meet specific criteria.																			
8.607	select effective media, techniques, technologies, and processes to communicate an intended meaning or function in works of art.																			
8.608	solve visual arts problems by creating computer generated works of art.																			
8.609	use media and tools in a safe and responsible manner.																			

VISUAL ARTS UNIT PLANNING - GRADE 8

Standard 2: **Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will analyze how visual components of art and design are used to create different effects in their own works of art and works of others.

B. Students will apply the knowledge of the organizational components of art and design and analyze how they are used to communicate ideas.

C. Students will experiment with ideas, propose and formulate solutions to organizational and expressive problems in creating works of art and design.

D. Students will plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.610	demonstrate knowledge of three basic properties of color: hue, value and intensity.																		
8.611	demonstrate use of color and color values to convey moods, create emphasis or express emotion.																		
8.612	recognize advancing and receding colors.																		
8.613	demonstrate volume or depth through value.																		
8.614	recognize that value may create contrast.																		
8.615	demonstrate a variety of techniques to create value.																		
8.616	recognize varying degrees of light to dark values.																		
8.617	use line to create and show shape, depth, volume, texture, light and dark values and detail.																		
8.618	use line to express moods, feelings or emotions and to convey personal movement and capture action or changing scene.																		
8.619	identify shapes which are related, noticing similarities or differences and/or symbolic meanings.																		
8.620	recognize linear perspective and foreshortening.																		

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8.621	differentiate between atmospheric and linear perspective.																		
8.622	use eye-level line and vanishing points to understand linear perspective.																		
8.623	use texture to show space.																		
8.624	recognize and use contrast through color, form, shape, line, value, space and texture.																		
8.625	use a variety of visual components to produce movement.																		
8.626	use line movement and perspective as a center of interest.																		
8.627	experiment with ideas, propose, and formulate solutions to organizational and expressive problems in creating works of art and design.																		
8.628	plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.																		

VISUAL ARTS UNIT PLANNING - GRADE 8

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

A. Students will analyze the use of subjects, themes, symbols, problems, and ideas to communicate meaning in their own works of art.

B. Students will describe the origins of specific subjects, symbols, themes, problems, and ideas and explain why they are of value in their artwork and in the work of others.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.629	discuss the relationships between subjects, themes, symbols, problems, and ideas for content with intended meaning.																		
8.630	use subjects, themes, symbols, problems, and ideas for content with intended meaning in works of art.																		

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VISUAL ARTS UNIT PLANNING - GRADE 8

Standard 4: **Students will understand the visual arts in relation to diverse cultures, times, and places.**

A. Students will investigate the functions of the arts in society and ways the visual arts have an impact (e.g., social, political, economic, religious, individual).

B. Students will examine and differentiate characteristics of the visual arts in various cultures, times, and places.

C. Students will describe and place a variety of artists and works of art in their contexts in cultures, times, and places.

D. Students will analyze how art and artists influence each other within and across cultures, times, and places.

E. Students will speculate on how factors of time and place (e.g., climate, resources, ideas, technology) give meaning or function to a work of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.631	identify functions of the arts in society and ways the visual arts have an economic impact on them as individuals.																		
8.632	differentiate between the characteristics of artworks in specific cultures, times, and places.																		
8.633	analyze how art forms are reflections of specific cultures, times, and places.																		
8.634	compare and contrast relationships of works of art to each other and cultures, times, and places.																		
8.635	speculate how art works might differ in another culture, time, or place.																		

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VISUAL ARTS UNIT PLANNING - GRADE 8

Standard 5: **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will compare and contrast different ways the visual arts provide unique modes for communicating ideas, actions, and emotions.

B. Students will understand and apply visual arts vocabulary when observing, describing, analyzing, and interpreting works of art.

C. Students will analyze the various relationships between form, function, and purpose in works of art and design.

D. Students will analyze different ways that human experience is reflected in contemporary and historic works of art.

E. Students will describe and compare a variety of individual responses to their own artworks and to artworks of others.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.636	compare and contrast ways the visual arts provide unique modes for communicating ideas, actions, and emotions.																		
8.637	practice and apply correct visual arts vocabulary when observing and describing works of art.																		
8.638	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																		
8.639	analyze the implications of creating works of art for specific purposes.																		
8.640	analyze different ways that the human experience is reflected in contemporary and historic works of art.																		
8.641	describe and compare different reposes to their own works and the works of others based on considerations of culture, time, and place.																		

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VISUAL ARTS UNIT PLANNING - GRADE 8

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will compare the characteristics of works in two or more arts disciplines (e.g., pattern, rhythm, balance, shape, space).

B. Students will distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are related to the visual arts.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8.642	compare and contrast the characteristics of works in two or more arts disciplines (e.g., pattern, rhythm, shape, space).																		
8.643	distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are related to the visual arts.																		
8.644	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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